

**Unit Title:** *Social Movements in the Americas*

**Essential Question:** *How do societies change?*

**Enduring Understanding:** *Social movements are motivated by people, events, and resources that unify a group behind a common goal.*

**Standards:**

SS.HS.HS.02: *Compare and contrast institutions and ideas in history, noting cause and effect relationships.*

SS.HS.HS.03: *Recognize and interpret continuity and/or change with respect to particular historical developments in the 20<sup>th</sup> century*

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**Class context: IB HoTA**

**Unit Question:**

*What is social change?  
How do we define it?*

**Lesson 1: Introduction**

- **Lesson question:** What is a social movement? How do we define it? What is important to know?
- **Lesson Objectives:**
  1. Students will be able to name examples of social movements.
  2. Students will be able to compare and contrast social movements by purpose, methods, and context. Later, this will also include comparisons of actors, resources, and events.
  3. Students will be able to categorize information collected about social movements.

**Lesson 2: Defining the Montgomery Bus Boycott**

- **Lesson question:** What makes the Bus Boycott a social movement? What were the purpose, methods, and context of the movement?
- **Lesson Objectives:**
  1. Students will be able to identify the purpose, methods, and context of the Montgomery Bus Boycott.
  2. Students will be able to identify the most significant events leading up to and during the Montgomery Bus Boycott.
  3. Students will be able to compare and contrast the importance of particular events in encouraging the Montgomery Bus Boycott.
  4. Students will be able to extract useful information about the Montgomery Bus Boycott from primary and secondary sources.

**Lesson 3: Defining the MNU in Brazil**

- **Lesson question:** What makes the MNU a social movement? What were the purpose, methods, and organization of the movement?
- **Lesson Activities/Goals:**
  1. Students will be able to identify the purpose, methods, and context of the MNU.
  2. Students will be able to identify the most significant events leading up to and during the MNU.
  3. Students will be able to compare and contrast the importance of particular events in encouraging the MNU.
  4. Students will be able to extract useful information about the MNU from primary and secondary sources.
  5. Students will be able to compare and contrast the purpose, methods, and context of the Montgomery Bus Boycott and the MNU.

**Unit Question:**

*Who are the important actors involved?  
How did they influence the movement?*

**Lesson 4: Actors of the Montgomery Bus Boycott**

- **Lesson question:** Who are the individuals and groups involved? What impact did they have on the success of the Bus Boycott?
- **Lesson Objectives:**
  1. Students will be able to identify traits of the individuals and groups within the Montgomery Bus Boycott.
  2. Students will be able to make connections between their own actions and the roles of individuals/groups within the Montgomery Bus Boycott.
  3. Students will be able to discuss the importance of individuals in a social movement.

**Lesson 5: Actors of the MNU**

- **Lesson question:** Who are the individuals and groups involved? What impact did they have on the success of the MNU?
- **Lesson Activities/Goals:**
  1. Students will be able to identify traits of the individuals and groups within the MNU.
  2. Students will be able to make connections between members of the MNU and members of the Montgomery Bus Boycott.
  3. Students will be able to discuss the importance of individuals in a social movement.

**Unit Question:**

*What are the preceding factors? What causes or influences social movements?*

**Lesson 6: Causes of the Montgomery Bus Boycott**

- **Lesson question:** Do unique events or people spark social movements? How do resources influence the strength or success of movements?
- **Lesson Objectives:**
  1. Students will be able to identify factors that encourage people to protest.
  2. Students will be able to identify factors that discourage people to protest.
  3. Students will be able to identify the most important factors--events and/or people--that influenced the Montgomery Bus Boycott.
  4. Students will be able to express the reasoning behind statements of causality.

**Lesson 7: Causes of the MNU**

- **Lesson question:** What factors encouraged the MNU? How has music, art, and dance contributed to the MNU?
- **Lesson Objectives:**
  1. Students will be able to identify factors that encourage people to protest.
  2. Students will be able to discuss the connection between cultural traditions and social movements.

**Final Wrap up/Assessment**

- **Overview:**
  - Throughout the previous seven lessons, our class will be slowly filling in a graphic organizer to understand the most significant events, people/groups, and resources that contributed to social change.
  - At the end, we will review our work as a class and identify important similarities between the Bus Boycott and the MNU
  - For the final project and assessment, students fill in a similar graphic organizer on a new social movement

**Lesson 8: Wrap-up/Assessment**

- **Activity:** Review the important components of understanding social movements; tell students that we will use same process to understand other social movements (understanding important events, people, and resources); choose social movements (LGBT in U.S., Zapatistas in Mexico, etc.); start research

**Lesson 9: Wrap-up/Assessment**

- **Activity:** Continue group research in computer lab; students will be provided with helpful links

**Lesson 10: Wrap-up/Assessment**

- **Activity:** Gallery walk for children's books.